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ABSTRACT

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. This report documents the evolution of the SoF project, focusing on the four sites 2 years after the end of the initial 5-year funding, looking at the various ways the project has continued after the demonstration program came to an end. It also describes how the four sites looked at different stages: the end of the start-up, the end of the funding period, and 2 years later. Demonstration sites were: (1) two schools in Austin; (2) two elementary and one middle school in Dallas; (3) two elementary and one middle school in Houston; and (4) two elementary and one middle school in San Antonio. All the schools were urban and in high-poverty areas with concentrations of minority students. Services offered and site characteristics differed in the four cities. All projects have continued in new forms, in programs built on the concepts and strategies of the original model. These communities did not replicate the original SoF program, but all credit it with providing the basic ideas for the new efforts and guidance in getting them started. The success of the initiatives in all four cities is credited to substantial funding, flexibility of design, community participation, long-term commitment, and supportive personnel. (Contains five tables.) (SLD)

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Revisiting the School of the Future

The Evolution of a School-Based Services Project

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Revisiting the School of the Future

The Evolution of a School-Based Services Project

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1997

CONTENTS

Preface 5

The School of the Future Project 7

Overview
Implementation
Evaluation

Project Follow-up 20

Two Years Beyond Funding
Dallas
San Antonio
Houston
Austin
Building on the Model

Lessons Learned 63

Success of the Implementation Process
Explaining Success
Trends and Directions

Tables

Table 1 - *School of the Future: Two Years After Hogg Foundation Funding* 14
Table 2 - *Site Services Over Time: Dallas School of the Future* 26
Table 3 - *Site Services Over Time: San Antonio School of the Future* 36
Table 4 - *Site Services Over Time: Houston School of the Future* 44
Table 5 - *Site Services Over Time: Austin School of the Future* 54

PREFACE

For five years–1990-1995–the Hogg Foundation for Mental Health funded a school-based service project in four Texas cities called the School of the Future. The project was initiated to bring health and social services to schools serving low-income, primarily minority students. Its goal was to improve the quality of life for these youngsters and their families by addressing problems that extend beyond the classroom but nonetheless interfere with academic learning.

In 1996–more than a year after the School of the Future's five-year funding period ended–the Hogg Foundation published a report on the project's implementation and the lessons learned from that experience.[1] The report was based on the qualitative evaluation conducted throughout the demonstration period, an extensive and ongoing series of observations and interviews with key players at each demonstration site–project coordinators, school district administrators, school principals and teachers, service providers, community leaders, and parents.

Of primary interest were the lessons learned from the evaluation. These lessons did not concern specific aspects of project implementation. Rather, they addressed project strengths and weaknesses, perceptions of the School of the Future in concept and in practice, and realities and challenges in project continuation and expansion, all information of potential value for initiating new projects as well as continuing this one.

But the schools in which the project was located couldn't wait for an evaluation report to guide them in how to carry on. In the interim between the end of the demonstration grant and the publication of the evaluation findings, the project at each site was continuing and at three of the four sites, expanding. With one exception, the project coordinators stayed on for the first year following the initial five-year funding, as did most school principals and other key players. These were the persons whose experiences and information had formed the basis of the qualitative evaluation, which in turn

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[1] Iscoe, L.K. (1996) *Beyond the Classroom: Experiences of a School-Based Services Project.* Austin, Texas: Hogg Foundation for Mental Health.

provided insight into the project itself. They understood the concept of school-based services, and they knew how to maintain the project. But other things did not remain the same, and this affected the structure of the project in the years following the demonstration period. New funding sources, for example, led to organizational changes, changing community demographics to changing needs. Even when a school district financially supported the project, new school administrators arrived with different priorities, and their support–or lack of support–had an impact on its implementation and effectiveness.

This report documents the evolution of a school-based service project, the School of the Future. It focuses on the four sites two years beyond Hogg Foundation funding, looking at the various ways this project has continued after the demonstration period came to an end. It also describes how the four sites looked at three different stages–when start-up activities were completed and services were underway (year 3), at the end of the specified funding period (year 5), and two years beyond foundation funding (year 7).

Rarely does one have the opportunity to follow a pilot or demonstration project beyond its initial funding period. We hope that this review of the ways in which the School of the Future continued and the factors that affected its continuation will provide insight into other school and community collaborative ventures and be useful in understanding and developing school-based initiatives.

–Wayne H. Holtzman
Special Counsel
Hogg Foundation for Mental Health

6

THE SCHOOL OF THE FUTURE PROJECT

OVERVIEW

For many children, the problems of growing up are overwhelming. Social problems that formerly seemed circumscribed–child abuse, substance abuse, teen pregnancy, gangs, violence–have increased in prevalence and severity. Almost as overwhelming as these problems has been trying to find ways to overcome them.

Many organizations have tried. Although most programs have been well-meant and many well-conducted, they have resulted in an array of fragmented programs and duplicated services that, in the long run, have failed to help the children and families they were designed to serve. Education, too, seems to have failed these youngsters. Once perceived as the panacea for children's and society's ills, it has become the scapegoat for many of their problems. Almost by default, schools and teachers have taken on more and more nonacademic responsibilities in an effort to prevent or alleviate problems. Yet, neither the fragmented social services nor the traditional education system have been able to prevent or remediate the problems of the late 20th century.

For the Hogg Foundation for Mental Health, one approach that seemed promising for overcoming fragmentation and reaching the children deemed most in need was to bring social services to the schools. Thus, the foundation initiated the School of the Future project. The concept was to integrate academic education with a wide array of health and human services, both treatment and prevention, on public school campuses, where services could reach and be coordinated to fully serve children in need and their families. Parent participation and community involvement were considered integral to this school-based project. The foundation viewed this larger vision of the school as having profound implications for community renewal, family support, and the delivery of human services.

This concept of school-based services was not new in 1990, when the project began. It grew out of the work of Dr. James Comer and Dr. Edward Zigler, both of Yale University and strong advocates of an expanded role for schools. Yet, as recently as a decade ago there were few examples of full-service schools that provided a wide range of social and health services in one

setting, and there were fewer still of programs that included the participation of the local community, with parents taking part in making decisions regarding their children's education and well-being.[2]

The School of the Future was funded as a demonstration project from 1990 to 1995. It was implemented in four Texas cities–Austin, Dallas, Houston, and San Antonio–each site consisting of a middle school and one or two of its feeder elementary schools in a low-income, primarily ethnic-minority neighborhood. The foundation pledged $1 million to support the project–$50,000 per year for each site–and an additional $1 million to conduct an ongoing evaluation.

Five essential features characterized each of the demonstration sites over the course of the project: (1) the integration of a broad spectrum of health and human services in the public schools; (2) involvement of parents and teachers in the program activities; (3) involvement of many organizations, both public and private, as partners; (4) a strong commitment to the project by superintendents, principals, and other school administrators; and (5) a willingness to participate in the evaluation of the project.

The overall goal of the project was to provide prevention and intervention programs in mental health, physical health, and personal enrichment on elementary and middle school campuses. More specific goals included increasing parents' involvement in their children's education, increasing the number of available and affordable services for neighborhood residents, and improving the image of the school in the community by creating a supportive school environment for students, teachers, and parents. The same broad goals were addressed at each site, but there was no curriculum to follow or methodology prescribed. Rather, each site was to develop the project on the basis of its community's needs and available resources.

• The Demonstration Sites

Although the demonstration sites had a number of characteristics in common, each neighborhood differed in demographics and needs of the population it served. A brief description of each site follows.

The Austin site was located in the far southeast part of the city in Dove Springs, an area developed in the 1970s in part to fulfill the American dream

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[2] See Dryfoos, J. (1994). *Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families*. San Francisco: Jossey-Bass.

of home ownership. With the economic downturn and concomitant lack of employment ten years later, the neighborhood changed to a predominantly rental area with a high population turnover and virtually no community services. By 1990 it comprised mainly young, low-income families, many headed by single parents. About 50 percent were Hispanic, including an increasing number of Central American immigrants, and some 27 percent African-American. The site's two schools, built in the late 1980s on opposite sides of the area's main street, were the only prominent buildings in the community.

Across the Trinity River south of downtown Dallas is Nolan Estes Plaza, a converted shopping center purchased by the Dallas Independent School District in 1986. This was the site of the two small elementary schools which, along with a nearby middle school, formed the Dallas site. A majority of the students was African-American, with at least six of every ten eligible for the federal reduced/free lunch program. The neighborhood faced a number of difficulties, among them unemployment, substance abuse, inadequate child care resources, insufficient medical care, and lack of recreational facilities, with few services available to combat these problems. The schools consistently did poorly on statewide achievement tests, and the middle school had a reputation for racial unrest as well as educational deficits.

The two elementary schools and one middle school that formed the Houston site were in an area adjacent to downtown called "the Heights." Located some two or three miles from one another, the schools served neighborhoods that were predominantly Hispanic and low income, with at least 75 percent of the students qualifying for the federal reduced/free lunch program, 35 percent from single-parent homes, and, according to a 1989 survey, 80 percent from families in which one or more members used illicit drugs. Poor housing, high drug use, violence, gang-related activities, and crime were common in the community.

Alazán-Apache Courts, one of the oldest public housing projects in the country, was the home of most of the students in the San Antonio site's schools. The neighborhood was predominantly Hispanic, overcrowded, and ridden with crime and family disorganization. The average annual income was just under $5,000, and a number of families had lived in the Courts for generations. The two elementary schools and one middle school that served the site were large, modern, and well-kept, but dropout rates were high, test scores low, and parent involvement minimal. School personnel spent considerable time helping children and families solve social problems in addition to focusing on education.

IMPLEMENTATION

> "Without the coordinator, the project would crumble; there would be no glue to hold resources and schools together. The project coordinator is the key to the School of the Future."
>
> – Advisory Board Member, 1995

• Choosing the Coordinator

This was the consensus of virtually all of the project participants at the end of the pilot project. But even in the beginning the decision makers at each site recognized that, because the coordinator would be responsible for developing and setting the tone of the project, they should give considerable thought to the type of professional who might best fill this role. They recognized also that since there was no precedent for the specific skills or training required, they would have to follow their own dictates in selecting the first coordinator.

Basic requirements at each site were similar: knowledge and understanding of the schools and the community, organizational and management skills, and an ability to work with persons in a wide range of professional and socioeconomic levels. The three sites with large Hispanic populations considered it important for the coordinator to be bilingual and bicultural.

Beyond that, however, each site sought a person with some specific abilities or experiences that would meet the needs of the given community. One selection committee, for example, wanted someone who was familiar with but not a part of the school system, while another preferred to find a person who was employed by the school system and would be helpful in integrating the project throughout the district. Yet another sought a person with proven commitment to the community. Education and training, though addressed at each site, were considered far less important than experience and skills in working with people.

Two men and two women were selected to be project coordinators. Two were Hispanic, one African-American, and one Anglo. Three were social workers, two with master's degrees, and one was a teacher and special education administrator. All had from 15 to 30 years experience in the field.

• Getting Started

The project coordinators had their work cut out for them: to "sell" this system of school-based services to the parents, schools, and community and to bring to and coordinate in the schools a variety of programs that would benefit students and their families.

Though the overall goals of the project were clear, the methods for achieving them were not. There were no directions to follow or models to emulate; school-based services were not new but the position of coordinator–a person responsible not only for obtaining services but also for determining what programs were most needed and potentially available, coordinating them, convincing the schools and the families of their importance, attracting partners from the business and professional community, and serving as a liaison between the schools and the community–was a unique one when the School of the Future began. Furthermore, as the coordinator selection process showed, each site had different needs and objectives, and the coordinators brought different skills to their work.

Despite these differences and the lack of specific direction, the first priorities at each site were the same: (1) to determine the needs of neighborhood residents and (2) to gain the acceptance of the schools and the community. Also in the beginning there were the requisite organizational and managerial tasks for starting any new project–arranging for space, meeting colleagues, setting up committees, scheduling events, maintaining records, and so forth–but it was a given that the persons selected as coordinators were aware of these duties as well as experienced in carrying them out. The initial focus for the coordinators, as perceived at the time and corroborated in the follow-up survey, was on conducting a needs assessment and establishing credibility and support in the communities in which the project was established.

• Determine Needs

In one sense, the needs of the communities were apparent. As in most low-income, primarily minority communities, families lacked child care, health care, safe neighborhoods, and employment. Beyond these obvious problems, however, the coordinators recognized the importance of learning what the residents themselves deemed the most crucial issues and most needed services. They also were aware that conducting a survey–going from door-to-door to visit with parents, for example, or talking to local residents in the neighborhood laundromat or other gathering places–would provide an opportunity to meet families, tell them about the project, and begin to attract their interest and support.

Although the methods used for conducting the surveys differed from site to site, the questions asked were similar, focusing on community strengths and weaknesses, the kinds of problems the respondents faced, and the types of services they considered most important for helping their children or dealing with pressing issues. Demographic information also was obtained from the interviews. The needs assessments provided the basis for building com-

munity support as well as for planning school-based services at each of the project sites.

• **Establish Credibility**

Prior to funding the School of the Future, the Hogg Foundation had obtained the support of school district and community leaders in the pilot sites. Support at administrative levels, however, did not necessarily convey to school personnel who would be called upon to refer students to the services or to neighborhood families that the services would be designed to benefit. Thus, one of the first tasks of the coordinators was to "sell" the project to the schools, the families, and the community.

Ten elementary and middle school principals participated in the project when it began, and their attitudes toward mental health and school-based services had a major impact on the project's implementation and acceptance at their respective schools. In schools in which the principals supported the concept and goals–and showed their support in such ways as providing an office for the coordinator, keeping the school building open for evening programs, or voicing their support at faculty meetings–staff support tended to follow.

At times the influence of a principal became apparent when he or she left a demonstration-site school. The project at one elementary school, for example, never regained its level of impact after the very supportive principal was transferred; the opposite held true when a strong advocate of school-based services replaced a disinterested administrator at another school. "The principal will take the heat, no matter who does something," a school district administrator pointed out. "Permission to bring services into a school depends on how much risk a principal will take."

Although the principals' outlook made a difference, the first priority for teachers was, and continued to be, academics. Some didn't understand the project's concept, some considered it disruptive to pull students out of class for counseling or therapy, and some thought social services had no place in a school setting. One of the first steps for the coordinator, therefore, was to make a presentation about the School of the Future at an early faculty meeting to explain how the project would relieve teachers of social work duties by helping students with behavior and other problems. These presentations were repeated annually for the benefit of new staff as well as to reawaken or maintain the interest of continuing staff.

The coordinators quickly learned that it was important not only to tell faculty how the project would help the students but also to show them.

Thus, although the foundation had suggested that they devote the first year to planning, three of the four coordinators soon put that idea aside in favor of bringing a few visible and long-desired services to the schools.[3] One coordinator, for example contacted the local offices of two national groups that were experienced in providing after-school programs and were eager to expand to a new site. Another, who was certified to supervise graduate students in social work, arranged with two local universities to develop an internship program that was put in place quickly and ultimately became the primary source of counseling and therapy for children and their families. By having the flexibility to revise plans when it seemed called for, the coordinators were able to reduce initial reluctance and increase the project's acceptance and support.

From the beginning the coordinators also recognized the importance of developing community awareness and acceptance of the project, difficult and time-consuming tasks, especially in low-income, minority communities where many families are uncomfortable in a school setting. In addition to making presentations to school and neighborhood groups–PTAs, churches, local agencies, community centers–they carried out community-building activities ranging from compiling directories of local services to conducting health fairs for the entire community.

• Coordinate the Players

By their very nature, school-based services depend on people from different backgrounds and with different goals working together on behalf of the students. Therefore, it was important in the project's first year for the coordinators to develop ways in which to bring together administrators and service providers, teachers and parents to share their ideas about the project. The challenge was to create decision-making or advisory groups that were structured enough to provide guidance yet flexible enough to enable each of the participants to feel a sense of ownership in this new project.

Two types of groups were set up at each site. One, an advisory committee, was created to involve the community in planning and decision making. Members included representatives of the school faculty and staff, city and county agencies, and private services as well as parents and community members. Involving parents proved a difficult task, and the coordinators

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[3] The fourth site, located in a former shopping mall, evolved quite differently than the other sites. The first year was devoted to negotiating with agencies interested in moving in to the center and renovating space for them.

TABLE 1
School Of The Future: Two Years After Hogg Foundation Funding

SoF SITE	PROJECT NAME	PROGRAM CONTINUATION	LEAD AGENCIES	MAJOR FUNDING	AREA SERVED	NO. OF SCHOOLS
AUSTIN	School of the Future	Some continue, but no longer coordinated; some dropped due to lack of funding and advocacy support	Elementary and middle school	Title I through participating schools	One site	2 (1 elementary and 1 middle school)
DALLAS	Youth and Family Centers (Y&F Centers)	Most continue in center but independent of project	Dallas Ind. School District; Dallas Co. Hospital District; Dallas Co. MH-MR	Title XI, ESEA through school district	District-wide (9 centers)	District-wide
HOUSTON	School of the Future	Most continue; some added	Houston Ind. School District; Family Service Center (FSC)	Houston Ind. School District, North Central area; United Way of Texas Gulf Coast (through FSC)	One site - expanded to North-central vertical track	16 (2 high schools, 3 middle, 11 elementary)
SAN ANTONIO	Family-Student Support Program (FSSP)	Infant-Parent program (HOGAR); Homeless program (Transitions)	San Antonio Ind. School District	Title I through San Antonio Ind. School District	Two sites, east side and west side	10 (9 elementary schools, 1 middle)

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TABLE 1 (cont'd)
School Of The Future: Two Years After Hogg Foundation Funding

SoF SITE	COORDINATOR POSITION DESCRIPTION	WHO COORDINATOR REPORTS TO	OFFICE LOCATION	SERVICE PRIORITIES
AUSTIN	Parent Involvement Facilitator	School principals	One in each school	Parent involvement, academic improvement
DALLAS	Nolan Estes Plaza Youth & Family Center manager (on-site director) reports to Coordinator, Youth & Family Centers	Director, Office of Interagency Collaboration, Dallas Independent School District	Youth & Family Center	Physical and mental health, parent/home education, youth development
HOUSTON	Coordinator, School-Based Services	Director, Family Service Center	Family Service Center	Physical and mental health, parent education, varied support services
SAN ANTONIO	Social worker (on-site facilitator) reports to school principal; Family & Student Support Program Coordinator has no supervisory authority	Director, Parent-Community Partnership Network, San Antonio Independent School District	School District Administration Bldg.	Parent involvement, counseling, therapy

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found that this, coupled with the mobility and time constraints of the participants as a whole, required their ongoing efforts to maintain the membership and keep the groups active.

The other was a working group composed of professionals at a given school representing different disciplines–education, health, mental health–who reviewed student cases to determine and obtain appropriate remediation. When possible, the coordinators built upon existing consultation groups or student assistance teams rather than create new committees.

• Developing Services

Services brought into the schools over the course of the demonstration project fit into seven general, and sometimes overlapping, categories:

- mental health - individual, group, and family counseling
- physical health - health screening, inoculations, health education
- early childhood - prenatal, infant, and early childhood education and care
- parent involvement - school volunteering, adult education, family events
- prevention - drug abuse, dropout, violence prevention programs
- problem solving - peer mediation, conflict resolution
- recreation - sports, scouting, after-school activities

These services varied widely in target population, number served, frequency of intervention, duration of program, sources of support, and acceptance by the school and families. An overview of the many services and programs implemented at each site is shown in Tables 2 through 5. Services are cited for three different periods: year three, when the program was well underway; year five, when the demonstration project was drawing to a close; and year seven, two years beyond foundation funding.

• Community Partners

In times past, the education and economic sectors of a community were perceived as discrete enterprises. Today, however, schools and businesses increasingly are becoming partners in the education of young children, and the School of the Future exemplified this new direction.

Project partners included civic organizations, professional associations, foundations, businesses, service agencies, and individuals. Universities served as partners by developing graduate student internships at demonstration-site schools in which the coordinator could serve as supervisor; public health departments and private agencies became partners in setting up and manag-

ing health clinics in the schools. In one site two neighborhood residents became partners, working with the coordinator to set up a program for young teenagers and with their church to obtain funding. Some partners gave volunteer time, some funds, and some material contributions ranging from musical instruments to a portable building, but all had a similar goal: to help provide youngsters in low-income neighborhoods with amenities and services that would enable them to gain more from their schooling and improve the quality of their lives.

As with so many aspects of the project, building partnerships was not a one-time effort. Program newsletters, awards luncheons, and personal contact by the coordinators were among the types of partnership recognition and reinforcement used.

• Agency Collaboration

Traditionally, service agencies and organizations have cooperated with one another by providing information and referrals; some have coordinated activities in an effort to eliminate duplication and fill gaps in a service system; but almost always they have maintained their own policies, procedures, and turf. To carry out the concept of social services in an education setting, the School of the Future demanded more, calling for the participating groups to put turfism aside in the interest of collaboration in order to better serve the students.

A prime example of collaboration took place when a principal and a couple of teachers, informally talking to the project coordinator about ways to ease the transition for children from elementary to middle school, decided to try a new idea: a summer program for fifth graders graduating to middle school. For this idea to work, the following people not only worked together to design the program but also collaborated on the many aspects of carrying it out:

- The principal and staff of the middle school opened their classrooms and facilities to youngsters from neighborhood elementary schools and their parents for one week in summer.
- The principals of the demonstration site's two elementary schools worked with the other three schools that fed into the middle school so that all eligible children would have the opportunity to participate.
- Faculty from each of the participating schools provided the teaching.
- The school district administrator working with the project obtained approval from the district to conduct the program and provide school buses for transportation.
- Community residents brought lunch each day for the children.
- A major oil company contributed funds to cover the costs involved.

This collaborative effort was so successful that it was expanded to six weeks the following summer and now serves as a model for other schools in the district.

• **Parent Involvement**

A major goal of the project was to encourage and enable parents to become more involved in their children's education. Although this was accomplished to a different extent at each site, it was a major challenge for all the sites throughout the five-year demonstration period.

To entice parents to the schools, the most effective methods involved food, baby sitting, and focusing on the children, with children's performances attracting the greatest number of participants. Through trial and error, the coordinators learned that cultural awareness and understanding enabled them to make simple but effective changes, such as personally "inviting" recently arrived Central American immigrants to each session rather than merely sending notices home. Understanding and showing respect for the families' culture made all the difference.

Each site sought ways to help parents develop their own skills through General Educational Development (GED) and English-As-A-Second-Language (ESL) classes, discussion groups, and workshops on topics ranging from parenting issues to budgeting and how to dress and speak when applying for jobs. They also set up training and volunteer activities to give parents an incentive to participate in their children's schools.

EVALUATION

Concurrent with the formative organization and program development at each site, the foundation, in consultation with experts in relevant fields, decided upon the methodology for project evaluation. Two types of evaluation were conducted: quantitative, to measure outcomes on such aspects as school climate, student self-esteem, and teacher perceptions; and qualitative, to document and assess the process of development and determine how the participants–educators, providers, community members, and clients–perceived the project in both process and outcome.

For the quantitative evaluation, special emphasis was placed on instruments that would be appropriate for assessing the mental health of the students, their self-esteem, and their perceptions of their school and the neighborhood

in which they lived. These data were collected annually for each child and linked with information on grades, standardized test scores, and attendance.[4]

The qualitative evaluation consisted of two key informant surveys, one conducted near the beginning of the project and one near the end; a series of interviews conducted at regular intervals over the five-year funding period with coordinators, school principals, and other key figures; on-site observation; and intensive, structured interviews with the parents of more than 200 children in their family homes after the five-year pilot program was completed.[5]

[4] For a description of the process of conducting the quantitative evaluation, see Keir, S. & Millea, S. (1997). *Challenges and Realities: Evaluating a School-Based Service Project*. Austin, Texas: Hogg Foundation for Mental Health. Detailed results will be presented in a forthcoming publication.

[5] For information on the process and outcomes of the qualitative evaluation, see Iscoe, L. (1996). *Beyond the Classroom: Experiences of a School-Based Services Project*. Austin, Texas: Hogg Foundation for Mental Health.

TWO YEARS BEYOND FUNDING

> "Although the Hogg Foundation has said that after five years it will no longer fund the School of the Future, the schools won't let the project die."
>
> – Project Coordinator, March 1993

Almost from the beginning, project coordinators and foundation staff gave thought to how the project could be continued when foundation support came to an end. All agreed that they should make every effort to continue the project. During the final two years, those efforts intensified. Following a procedure that has become customary for directors of social service programs on time-limited funding, the coordinators spent considerable time seeking outside funds and commitments for continuation.

This is rarely an easy task. Sometimes a program is able to continue only if it cuts back on staff and services; more often, the end of initial funding marks the end of the program itself. At first, key project personnel considered possible in-house solutions, such as having the health center social worker serve as coordinator or having a counselor handle parent education. Ultimately, rather than seek ways to continue the project in its entirety, the sites sought ways to maintain the coordinator, for they realized that the coordinator was the key. Without that person, there would be no project as it had been designed and developed.

For the project, the results were unusual: each site was successful in obtaining the support needed to carry on. For at least two years following the end of foundation funding, not only did the four sites continue, but three expanded and two became a part of their respective school systems. In keeping with the fact that each site differed from the beginning in focus and approach, each differed also in status and type of funding as it moved from pilot project into a broader local system.

But if those who had visited the sites in the first two or three years of the project were to revisit them today, would they recognize the School of the Future? Would they see a network of school-based health and social services, both continuing and new, brought together and coordinated by a pro-

ject coordinator under the School of the Future umbrella? Would they find that school personnel, families, and the community continued, or perhaps increased, their acceptance of the project as an integral part of the schools in which they were located? Or would they find different concepts and priorities in effect, with little resemblance in methodology or name to the original project?

Rarely does a funding source follow up on a project after its role has ended, but the Hogg Foundation thought that a snapshot of the School of the Future sites after funding was completed would be enlightening, especially for organizations considering funding or implementing school-based services. Thus, foundation staff revisited the pilot sites to investigate how the project had changed and how it had adapted to different support systems, circumstances, and priorities in the cities and schools in which it had achieved its initial success.

Evaluators interviewed key personnel–project coordinators, school principals, school district administrators, and project board members, both current and past. They visited with parent volunteers and teachers, sat in on board meetings, and reviewed individual program data and overall project reports. They were participant observers at the sites, noting activities and group dynamics that were continuing as well as changing. Based on this information, they were able to develop a scenario of how a school-based social service project could continue and grow, but not always in the way it had been envisioned. Following are the results of the follow-up investigation.

DALLAS

- **Key Site Characteristics**
  - Site: Nolan Estes Plaza, a former shopping mall south of downtown in the South Oak Cliff area.
  - Schools: McMillan Elementary (grades prekindergarten-3), Patton Elementary (grades 4-6), Boude Storey Middle (grades 7-8).
  - Majority population: African-American; 60 percent qualify for federal reduced/free lunch program.
  - Community: available services few and uncoordinated; little community cohesiveness.
  - Coordinator
    - Professional background: former teacher and special education administrator with the school district.
    - Office site: Nolan Estes Plaza, site of project services.

- Reported to: school district administrator and assistant superintendent.
- Main program focus: physical and mental health; development of one-stop social service center.
- Key personnel: school district administrators, the district's director of special education, and an assistant superintendent.
- School district personnel changes: superintendent, administrator with project, two principals at one elementary school, and two principals at the middle school.

• Project Continuation

The School of the Future project in Dallas was the first to become an integral part of its local school district. Based in a former shopping mall adjacent to two small elementary schools, the project was the only one that had project continuation built in from the beginning. This is the way the transition from pilot project to school district program came about.

In 1989, the Dallas school district's Education for Excellence Commission issued a report that, among other issues, recognized the need to establish a link between schools and community services. The report's recommendation was to develop centers in or adjacent to schools where social services could be coordinated and made accessible for students and their families. Coincidentally a year later, as the school board was considering instituting a district-wide program of school-based services, the Hogg Foundation approached city officials about the possibility of using two or three Dallas schools as a demonstration site for its school-based services project.

The timing couldn't have been better. The School of the Future concept fit well with the one outlined in the commission's report. Furthermore, it showed that a Texas foundation had the confidence to commit funds to implement and evaluate a project that would demonstrate this concept. Beyond timing, the school district had available space–a defunct shopping mall that it had purchased several years earlier in a low-income, ethnically diverse area. Two small elementary schools occupied about one-third of Nolan Estes Plaza, as the former mall was called. The unused portion seemed eminently suitable for remodeling to house social and health services for students in the adjacent schools and in a middle school located a few blocks away.

Almost from the start, the project served as a model for the centers that the district was planning to develop. In March 1993, some 18 months after the project began, the Youth and Family Service Coordinating Council, which had been established to carry out the commission's recommendations, moved

to establish 14 school-based service centers similar to the one created by the Hogg Foundation's project. On reflection, the council in 1994 downsized its plans to create nine centers in all, with the project serving as one of the first three planned for development. Moving ahead with the plans, the school district hired a director to coordinate these centers throughout the county. In addition, the board promoted the project coordinator to site manager and expanded her responsibilities from the three demonstration schools to 21 schools, elementary through high school, that would comprise the new Youth and Family Center in the South Oak Cliff section of the city.

The project at Nolan Estes Plaza continued as a demonstration site throughout the five-year funding period. The same services stayed in effect, advisory groups continued as before, the School of the Future banner remained over the center's entryway, and the coordinator continued to carry out the project goals and objectives. At the same time, however, she began working with the additional schools to build up their services for students and their families.

- **Project Follow-up: Two Years Beyond Funding**

As their flyer states, the Dallas Youth & Family Centers are

> . . . a cluster of school-based services . . . created through a partnership to promote and ensure physical and mental health care, as well as other support services to children and their families. The project partners believe that school-based Youth & Family Centers represent an essential strategy for improving the lives of children and for optimizing their ability to be successful in school and in the community. Believing that academic, social, emotional and physical health are directly linked, this collaboration utilizes an integrated approach to help students achieve optimal health status and maximize their school performance.

Several different projects are credited with providing the impetus for the Youth & Family Centers: (1) Kiosko Clinics, which provided mental health services that were field-tested by Dallas County Mental Health and Mental Retardation in two Dallas schools; (2) West Dallas Clinic, the first school-based health clinic in the country; (3) Lemon Avenue Bridge, a multiservice program for young teenagers; and (4) the School of the Future at Nolan Estes Plaza.

The Youth & Family Centers have three lead agencies: the Dallas Independent School District, Dallas County/Parkland Hospital District Community-Oriented Primary Care, and Dallas County Mental Health and Mental Retardation Child and Adolescent Services. Major funding is through Title 11, the School Improvement Act, under the Elementary and

Secondary Education Act, which is funneled through the school district. Additional funding is received through Dallas County and City of Dallas resources and other private and public agencies and organizations.

The concept came to fruition in January 1996, when all nine centers were opened. Six are located in high schools, two are adjacent to high schools, and one is free standing. Each center has an on-site manager–a psychologist or social worker with a master's degree, a mental health background, management skills, and the flexibility and adaptability to work with different types of people in different and unstructured situations. Representatives of the three lead agencies participate in the manager selection process.

The overall coordinator of the centers reports to the school district's Office of Interagency Collaboration, which also runs the before- and after-school programs in the city's 92 elementary schools. The coordinator and managers meet twice a month to share information and experiences and work out problems and plans. A parent and teacher from each school, along with two or three community members representing local businesses and churches, form a school-community council for each center to monitor progress and help with decision making.

All of the centers offer physical health care, counseling, and intensive mental health programs. Beyond that, there is some variability in services at the centers, depending on the needs of the community. The former demonstration site at Nolan Estes Plaza, for example, also offers the Family Preservation Program, which collaborates with the three lead agencies.

A major change at the original project site came about with the retirement of the coordinator who had been with the project from the beginning. A known and respected force in the school district and the community, she had served the district for more than 30 years, and she remained with the project for the first year beyond funding to facilitate the transition from School of the Future to Youth & Family Center. Her successor, who had joined the project in its fourth year as director of the counseling program, was appointed site manager when she stepped down.

Change also has taken place in services. The programs and services offered at the original demonstration site, for example, "are the same, but fragmented, fractured," according to the Youth & Family Center manager. The health clinic, formerly managed by Healthy Start but now under the Community-Oriented Primary Care Unit, and the counseling program are the center's mainstays. The Mental Health and Mental Retardation Day

Treatment Center, which was a major program under the School of the Future project and had retained the project name after the advent of the Youth & Family Centers, pulled out of the center at the end of 1996 not because of changes in project structure but due to a philosophic change. Previously the program had served children from throughout the district who had serious emotional problems. The current philosophy is that it is more effective to provide special intervention for students in their own schools until they are ready to return to their regular classrooms than it is to send them across town to a different site.

Three programs brought in under the project umbrella–Head Start, Family Outreach, and Project Kids–are still located in Nolan Estes Plaza, but they are managed independently and no longer coordinate with the center's manager. In addition, the Plaza houses two new services. One is the Head Start Transition Project, part of a national effort to provide a "seamless transition" for children moving from Head Start to public school kindergarten. The other is the Elementary Alternative Education Program, a school for children with extreme discipline problems who are unable to remain in a regular school setting. Although both are located in Nolan Estes Plaza and work amicably with the center's director, neither is directly affiliated with the Youth & Family Center.

In 1996 the Youth & Family Centers served 3,400 students. According to two surveys of consumer satisfaction, one for school staff and one for parents, service providers like this service approach and both principals and consumers are pleased with the program's effectiveness. Although the School of the Future name has been subsumed by the district's designation and the procedure has been changed to accommodate many more schools and families, the project is recognized as the model for establishing a variety of school-based services and can be viewed as the flagship of Dallas' Youth & Family Centers.

SAN ANTONIO

- **Key Site Characteristics**
  - Site: Adjacent to and serving children living in a large federal housing project, one of the first in country, just west of the city's downtown business district.
  - Schools: Two large elementary schools–J. T. Brackenridge and De Zavala–and Tafolla Middle School.
  - Majority population: Hispanic; $5,000 average annual family income;

TABLE 2
Site Services Over Time: Dallas School of the Future

YEAR THREE[1]	YEAR FIVE	YEAR SEVEN
HEALTH SERVICES		
	• Clinic available to children and adolescents (counseling, sports physicals, exams, vision & hearing screening) run by Healthy Start	• Continues but under different management—Community Oriented Primary Care (COPC)
COMMUNITY ACTIVITIES		
• MAC Connection - restaurant provides free food, drinks, and a place to gather while school encourages the participation of students & families to spend an evening of eating and reading together	• Discontinued	
• A job fair - assists youth in obtaining summer employment	• Discontinued	

[1] Year Three is used as a starting point here since the first two years of the project were used for assessing needs and planning the development of services. Therefore, it took almost three years for the project sites to become fully operational and offer a large variety of services based on the needs in their respective communities.

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Table 2 (cont'd) Site Services: Dallas

YEAR THREE	YEAR FIVE	YEAR SEVEN
STUDENT SUPPORT SERVICES		
• Texas Dept. of Human Services worker - provides a variety of services (case management, service planning, counseling, referrals, and volunteer mentor services) on site twice weekly	• Continues	• Continues, but linkages offered off-site through the Youth & Family Center
• Family Outreach - parenting programs, Information & Referral, community education programs, and in-home counseling to families at risk	• Continues in center, but no longer connected w/ project	• Continues same as in Year Five
• Dallas Epilepsy Assoc. - provides youth case mgr. to offer education about epilepsy, counseling for children & families, social development activities for youth, and general I & R on site twice weekly	• Discontinued	
• Tutoring - after-school programs offered on-site by the YMCA	• Discontinued, but now offered by Dallas ISD	• Continues as in Year 5
• The ASPIRA/TOPS program - mentoring and support for Hispanic youths and their families	• Discontinued due to loss of funding	
	• Office of Drug Programs - services offered to children, families, school staff and community (tech. assistance, drug assessments & materials)	• Continues
	• Mentors/Tutors - teachers serve as tutors helping kids to complete daily assignments	• Continues

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Table 2 (cont'd) Site Services: Dallas

YEAR THREE	YEAR FIVE	YEAR SEVEN
MENTAL HEALTH SERVICES		
• Dallas Co. MHMR - therapeutic treatment is provided to seriously emotionally disturbed children and adolescents through its In-School Day Treatment Program	• Continues in center, but no longer connected w/ project)	• Continues but moved out of center into individual schools
• Southwest Family Institute - counseling is provided to children and their families in their homes	• Discontinued	
• Promise House - counseling services for students and their families, emergency shelter care, parent support groups, and a day school for youth who have been suspended or are not doing well in school	• Continues	• Continues
• Assistance and Consultation Team (ACT) - representative from The University of Texas Southwestern Medical School serves as a facilitator	• Discontinued	
		• Family Preservation Program - a prevention-oriented program offering case management services for at-risk youth in the community

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Table 2 (cont'd) Site Services: Dallas

YEAR THREE	YEAR FIVE	YEAR SEVEN
PARENT EDUCATION & SUPPORT SERVICES		
• Even Start - provides parenting education program (parent workshops conducted in English and Spanish)	• Continues	• Continues, but without direct involvement with project
• Adult Basic Education - bilingual GED and parenting classes offered in day and evening on site	• Continues	• Continues, but offered through Youth & Family Centers
• Early Childhood program - preschool is available for young children in both the morning and afternoon	• Continues, but no longer offered on-site	• Continues as in Year Five
• Regional School for the Deaf - Family-centered education is offered	• Continues	• Discontinued, but efforts now being made to re-establish services
• Head Start program - full-day program for children in the community	• Continues in center, but no longer connected w/ project	• Continues as in Year Five
• Project Kids - services for developmentally delayed infants from birth to age 3	• Continues in center, but no longer connected w/ project	• Continues as in Year Five

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91 percent qualify for the federal reduced/free lunch program.
- Community: third- and fourth-generation project residents; extensive poverty, crime, and disorganization; existing services overloaded with calls for help.
- Coordinator
- Professional background: social worker, co-director of community center.
- Office site: J. T. Brackenridge Elementary School.
- Reported to: school principal and district superintendent.
- Program focus: mental health, parent involvement, conflict resolution.
- Key personnel: first principal at J. T. Brackenridge Elementary; director of volunteer program.
- School district personnel changes: school district superintendent and two principals at J. T. Brackenridge Elementary School.

• Project Continuation

In contrast to the Dallas site, continuation of the project in San Antonio was in question until almost the last minute. Aware that it was important to identify the project with the San Antonio Independent School District (SAISD) if it were to obtain district support, the coordinator from the beginning had called the School of the Future the SAISD Family Support Program, later amending it to the more inclusive Family and Student Support Program. During the demonstration period the coordinator played a lead in developing a strategic plan for the school district that would incorporate many aspects of the School of the Future project into the district's program, among them mental health services, prenatal and early childhood care and development, and a conflict resolution program. Looking ahead to the conclusion of foundation funding, he also had applied for funds from federal and state government programs throughout the pilot study to support ongoing programs and provide for the development of new ones.

In the project's final year of funding, the coordinator stepped up his efforts to institutionalize the project, making a number of presentations to school district and Texas Education Agency administrators. That year he also worked with the director of the project's prenatal and early childhood program, familiarizing her with the project so that, if it were funded but he were to move on, there would be a knowledgeable person to succeed him as coordinator. In May 1995, three months before foundation funding came to an end, the school superintendent announced her decision to support the School of the Future and to expand the model to schools in other parts of the district.

Several changes marked the beginning of the project under the school dis-

trict's umbrella. One change was the number of participating schools. The Family and Student Support Program continued in the original two elementary schools, now designated Westside schools, and started in a cluster of five elementary schools and a middle school, designated Eastside schools. A year later, two more elementary schools were added to the program. The principal of the pilot site's middle school, however, had never been enthusiastic about school-based social services and the school had participated only minimally throughout the demonstration period. When foundation funding ended, the school chose not to participate any longer. Another change involved funding. The first year after foundation funding ended, school district funds enabled participating schools to hire half-time social workers, therapists, and student support facilitators. The second year, with additional funds from AmeriCorps, all but three of the schools were able to expand these support staffs to full-time status.

But the changes with perhaps the greatest direct impact were the introduction of a new project coordinator and revisions in the coordinator's role. The coordinator who had served during the project's first five years was well-known and well-liked in the community, and the school district, hoping he would continue with the project, offered him the new position of Director of Family and Student Support Programs throughout the district. He agreed to continue on a half-time basis for three months to help with the program's expansion, but he announced that he planned to pursue other community interests after that time.

His successor was the early childhood program director who had, in effect, apprenticed with him during the final year of the demonstration project. But the role she stepped into soon evolved into a considerably different one than it had been. To begin with, her office was moved from the elementary school campus to one of the district's administration buildings, where she was removed from the school's daily activities as well as from frequent contacts with teachers and staff. The position of project coordinator itself went through even greater changes.

In each of the ten participating schools, an on-campus social worker now manages the project. The social workers in the Family and Student Support Program are not viewed as coordinators or team leaders but as facilitators, working as a team with their school's therapist and student support facilitator. They are responsible primarily for increasing parent involvement, which has become a priority in the school district. Furthermore, the social workers report directly to the school principals. Under the district's school-based management system, the principal, along with the school's

31

Instructional Leadership Team, makes decisions regarding services and personnel at the school.

As a result, the coordinator no longer is responsible for directing or making decisions about the project at the schools. She does not supervise the school teams, and no one reports directly to her. Her role in this expanded project is to communicate with the project team at each school–social worker, therapist, and student-support facilitator in seven of the schools, social worker alone in the other three–manage the budget, and provide technical support. She visits the sites on a monthly basis, provides help as needed, and encourages attendance at meetings and workshops. She conducts three meetings per year for program staff on topics such as discipline and holds monthly meetings for principals. As the former coordinator points out, "she (the coordinator) has been given a position to coordinate but without any authority. She can only make suggestions; no one is answerable to her."

Services also have changed. At J. T. Brackenridge, the large elementary school that served as headquarters for the project, the prenatal/early childhood program is continuing. In fact, an additional responsibility of the coordinator is serving as director of this program and a program for the homeless, both positions she held previously. Counseling and therapy through university interns also are continuing. Other programs have been "diluted, watered down," according to the former coordinator; "they've gone backwards, dropped a level," according to the current one.

The Parent Volunteer Program exemplifies these comments. A priority of the first coordinator, the program had attracted an increasing number of parents each year under the direction and guidance of its volunteer director, who was the coordinator's wife and co-director of a local community center. When the project demonstration period ended, both the director and the priorities changed, leading to major changes in the volunteer program itself. Although it has continued, the program no longer resembles the vibrant effort it had been previously.

• Project Follow-up: Two Years Beyond Funding

Past and present personnel and participants are in complete accord: the Parent Volunteer Program, once the star of the project, has decreased substantially in attendance and activities. Some seemingly minor events loomed large in the eyes of the parents and, in fact, reflected how the views and priorities of key staff had changed. Parents were upset that their room–the space set aside exclusively for their use throughout the project's first five years–was turned into a resource classroom and their space moved

from a prominent location on the first floor to a back corner on the second floor. They resented the loss of certain privileges such as no longer being able to use the teachers' lounge, which was now for "employees only." They regretted the loss of the monthly meetings, parent education, and special outings that meant so much to them and the training that used to be given to build their skills for working in classrooms. They missed the child care that was provided formerly for their preschoolers while they were working on projects for the teachers. Finally, they were upset by a new school district regulation that everyone had to have a criminal history check before being able to serve as a volunteer in the school. Compounding the program's downward spiral is the fact that teacher requests for help have dropped off and there no longer is much work for them to do.

The social worker who is assigned to the Family and Student Support Program at J. T. Brackenridge Elementary School and is responsible for the Parent Volunteer Program, acknowledges these problems and confirms the parents remarks. Business meetings for the parents are held irregularly, discussion groups and training sessions not at all. General Educational Development and other adult education classes are no longer offered on the school campus but now are given for parents citywide at another location. With no child care available, most parents with infants or toddlers are no longer able to attend. Some volunteers quit the program rather than apply for clearance of criminal information in compliance with the new school district rule. On the positive side, a few parents no longer have the time to volunteer because they have obtained paid employment, largely as a result of their experience and training as a parent volunteer in the past.

That said, the coordinator of the Family and Student Support Program expresses a different perspective. Only about one in four teachers has expressed a need for or willingness to use volunteers, she points out. They expect the volunteers to show up when they say they will, to act reliably and responsibly; to act, in other words, like paid employees. Some teachers mistrust the parents; some don't want them observing in the classroom. Furthermore, parent volunteerism is no longer a priority of either the principal or the social worker. Making home visits is the social worker's first priority for increasing parent involvement, and this leaves little time for training parents–and teachers–how to work with one another.

As a result, there has been a downward spiral in the Parent Volunteer Program. Because they no longer feel welcome or important and because there is less and less demand for their help, parents come to the volunteer room far less often. The regular participants–those who came almost daily

to help the teachers and visit with one another–now stay home more. "Mija likes me to come to school, she misses me when I don't," said one mother who had been an enthusiastic member of the program from the beginning. "But now, well, I like to watch the novellas." "Now they have many rules . . . they don't appreciate us, they don't thank us," said another. New members join the program, but after coming one or two times, most don't come back. The once lively gathering spot is empty much of the time.

Some of the parents now volunteer at Inner City Development Corporation, a community center run by the former coordinator and his wife, who had served as director of the volunteer program. Here they can enroll in adult education classes, parenting workshops, and courses in Families Creative Response to Conflict, all of which were previously offered at the elementary school. And they can bring their toddlers and visit with one another, just as they formerly did at the elementary school.

Inner City is located just a few blocks from the school and serves the parents well. However, there are some things that it cannot provide. When parents come to their children's school, according to the former coordinator, they become more aware of the education process, "more in tune with helping their kids." Furthermore, they convey the message to their children that education is important and, according to many teachers, their presence improves the children's behavior, as well. Parent volunteerism and involvement help teachers and parents become more understanding and accepting of one another and better able to communicate on behalf of the children.

The priorities and attitudes of the principals appears to have a major influence on the strength of a parent volunteer program. Space, for example, is at a premium in most schools. But lack of space didn't deter the principal at the San Antonio site's second elementary school. Here, he used portable dividers to create a defined space at the end of a wide hallway that parents could use as a place to meet and work. Two years after demonstration grant funding, this program, called the Very Important Parent program, continues to be strong. Meanwhile, the first principal at J. T. Brackenridge, where the Parent Volunteer Program was housed, took the parent involvement concept with him when he moved to a school that was not participating in the demonstration. There, with an enthusiastic school-community liaison and a cheerful room set aside for the volunteers' use, some 40 parents come to the school daily to serve as tutors for teachers, build stage sets, landscape the school's front yard, paint murals representing children's stories on the library walls, and enjoy one another's company. Not only are they helping the teachers and developing their own skills, but by their example they are

showing their children that school is an important place to be.

The current coordinator hopes to revive the Parent Volunteer Program at J. T. Brackenridge. She acknowledges that it took her time to understand the dynamics of the school's and her role in the project. She believes that "last year everyone was too new to continue at the same high level . . . that at 'J. T.' things have gone backwards. We have to start from scratch, then move forward." With qualified and concerned people, she thinks that they can. She also plans to see how other programs, such as Communities in Schools, can complement one another and work together to better help the students.

Although it no longer has the same priorities or emphasis, the project in San Antonio has been expanded from three to ten schools and incorporated into the public school system. It continues to provide counseling and therapy to students and their families, as it has done from the beginning. Beyond that, it has encouraged the development of two other programs. One is the dynamic parent program developed by the former principal at J. T. Brackenridge, who was inspired by the project's Parent Volunteer Program. The other is the community development project organized and directed by the former project coordinator, who has taken the concept of holistic services into a different setting, the San Antonio Alternative Housing Corporation.

The support of the school superintendent was the turning point in guaranteeing the continuation of the School of the Future in San Antonio. This was the only one of the four original sites that had a new project coordinator for its sixth year, the first year following the demonstration period. In addition to a new coordinator and funding source, changes in the role of the coordinator and organizational structure of the project, the number of schools served, and the school district's regulations and priorities resulted in a different program than the original demonstration project.

HOUSTON

- **Key Site Characteristics**
  - Site: adjacent to downtown in an area called "the Heights."
  - Schools: Brock and Memorial Elementary Schools, Hogg Middle School.
  - Majority population: Hispanic; 75 percent qualify for federal reduced/free lunch program, 35 percent from single-parent homes.
  - Community: schools far apart; few services available; little sense of community.

35

TABLE 3
Site Services Over Time: San Antonio School of the Future[1]

YEAR THREE[2]	YEAR FIVE	YEAR SEVEN
MENTAL HEALTH SERVICES		
• Family, group, and individual therapy - Ten Marriage and Family Therapy student interns from two local universities provide services; local MHMR Center funds a full-time psychiatric social worker	• Continues with increase in number of interns to 12; contract w/ local MHMR not renewed which results in loss of psychiatric social worker	• Continues but scaled down; local MHMR services accessible through referrals; full-time therapist provides therapy
• Crisis intervention, parenting education, counseling, and advocacy - Ten social work interns from two local universities provide services	• Continues	• Continues, but parent education component being re-evaluated by SAISD to create standard framework for education services offered
• Child Protective Services linkage - reports of abuse taken directly from students and adults	• Continues	• Continues

[1] No services in the areas of Health and Community Activities were initiated by this site, so tables for these areas are not included here.

[2] Year Three is used as a starting point here since the first two years of the project were used for assessing needs and planning the development of services. Therefore, it took almost three years for the project sites to become fully operational and offer a large variety of services based on the needs in their respective communities.

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Table 3 (cont'd) Site Services: San Antonio School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
STUDENT SUPPORT SERVICES		
• Employee mentoring - local insurance company offers program for children in two elementary schools	• Continues	• Continues
• Inner City Development Corp. - provides summer and after-school sports programs	• Continues	• Continues
• Boys and Girls Clubs - sponsors field trips for 60 students every 6 weeks	• Continues at one elementary school	• Continues same as Year 5
• University Outreach - provides mentors and tutors for middle school students as well as workshops and trips to local universities	• Continues	• Discontinued because middle school no longer part of program
• Dept. of Parks & Recreation - offers an extended day of tutoring and recreation program during the school year; sponsors meals and field trips for students in the summer	• Continues at one elementary school	• Continues but now offered in two elementary schools
• Math and reading computer labs - Chapter 1 funding is used to serve students at the schools	• Continues at one elementary school	• Continues same as Year 5
• ASPIRA/TOPS - mentoring for 10 Hispanic youths and their families	• Discontinued due to end of grant period funding	

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Table 3 (cont'd) Site Services: San Antonio School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
STUDENT SUPPORT SERVICES (continued)		
• Children's Creative Response to Conflict (CCRC) - trains faculty (in classroom) and staff on this method of conflict resolution w/ a half-time position to coordinate activities and organize formal training sessions with school staff	• Continues w/ increase in number of classroom teachers trained in CCRC method (all teachers); one full-time coordinator manages the program	• Continues but scaled down; no classroom sessions provided; no staff assigned to coordinator position; FSSP staff provide what training is available
	• After-school and family gang-intervention programs - is offered by local United Way	• Continues, but after-school no longer available and gang intervention focusing on families of gang members and offered by different agency located in the community
	• Respite services for parents - local agency provides funding for respite for parents whose children have been assessed to have a developmental or mental delay	• Continues
		Homeless Project - program offers tutorial services, social services, and therapy to qualifying families

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Table 3 (cont'd) Site Services: San Antonio School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
PARENT EDUCATION & SUPPORT SERVICES		
• Parent Volunteer Program - parents volunteer as classroom assistants, cafeteria monitors, and office workers; orientation on utilizing assistants effectively offered to faculty and staff	• Continues with change in management of program from half-time coordinator to FSSP secretary	• Continues, but at a much lower scale; parent activity decreased dramatically; orientation no longer offered; program management changes again from FSSP secretary to half-time liaison with new priorities (home visits vs. parent vols.)
• Parent education - classes offered to parents of students (e.g., discipline, family communication, balancing work and family)	• Continues	• Discontinued
• GED classes - high school equivalency classes offered to parents	• Continues	• Continues, but welfare reform requires that parents attend GED classes all day, and classes are no longer offered in the school but in the learning center building next door
• HOGAR program - bilingual/multicultural program providing home- and school-based education interventions to pregnant women and parents with children from birth to age three; provides parenting education, conducts home surveys, and assesses the development of infants and young children; employs 5 half-time workers assisted by 50 parent volunteers	• Continues with expansion of services to other elementary school; AmeriCorps workers included to help w/ participation of additional elementary school	• Continues but scaled down due to loss of major funder (worker caseloads decreased); coordinator position funded by SAISD; AmeriCorps volunteers provide services through state Mental Health Association assistance

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- Coordinator
  - Professional background: social worker, community organization work.
  - Office site: Family Service Center, private nonprofit agency equidistant from all demonstration-site schools.
  - Reported to: CEO of Family Service Center, which served as fiscal agent for the project.
- Program focus: development of varied services; development of business and agency partners to support and provide services.
- Key personnel: CEO of Family Service Center, school district assistant superintendent, middle school principal (who came at beginning of project's third year), and president of neighborhood association.
- Administrative changes: school district superintendent, principals of one elementary school and middle school.

• Project Continuation

Of the four demonstration sites, the Houston site best reflects the staying power of the project in both concept and implementation for at least two years beyond the end of demonstration grant funding.

From the beginning it was set up differently than the other project sites. Throughout the demonstration period, the Family Service Center, a private nonprofit agency, served as fiscal agent for the project, working closely with the Houston Independent School District and the project coordinator in developing the site's school-based services. Midway through the project, the three key players–the project coordinator, the school district administrator, and the CEO of the Family Service Center–turned their attention to how they might continue the project when Hogg Foundation funding ended.

They had one advantage: none of the services they brought into the schools was dependent upon foundation funding. Rather, through the coordinator's extensive public relations efforts, the project had developed an enviable number of partnerships with local businesses and organizations to obtain support for the school-based programs. The key players agreed, however, that a project coordinator was essential to coordinate the programs, continue building the cooperation of the teachers, and maintain the support of the partners. The coordinator's salary, along with commitment to the project, was all that they would ask of the school board.

Each of the key representatives met with school administrators and board members to gain their support. They recognized that in order to gain the support of the community and the school district, they would have to show

that the project was making a difference in the schools and for the participating families, and that the model was not limited to the pilot site. Particularly persuasive was the school district administrator who had played a major role in the project from the beginning and was convinced of its value. Also convincing was the fact that two elementary schools had been added to the project in 1993, about midway in the demonstration period. These quite different schools, one with several services in place, the other with overwhelming problems and no services at all, exemplified the model's potential for replication and expansion.

Following presentations by persons representing the local community as well as the school district and service agencies, the school district board, through the assistant superintendent for the area in which the project schools were located, assured the project of support for at least one year beyond Hogg Foundation funding, with the potential for extended continuation.

• Project Follow-up: Two Years Beyond Funding

The School of the Future is thriving in Houston and remains recognizable in form and content. The three key players have been the same from the beginning, and over the years they have developed an effective and friendly working relationship. A fourth prominent participant, president of the local neighborhood association and an active advocate for community education and growth, works with them closely. These four leaders participate in meetings of the executive committee of the Partnership Council, an advisory group that comprises parents, teachers, principals, administrators, and representatives of key community agencies that also has served the project since it began.

While key players have stayed the same, a number of changes have taken place in the school district, the community, and the project itself. The project school sites have grown from the three original schools to 16 schools in a vertical track–2 high schools, 3 middle schools, and 11 elementary schools. Because their needs differ–some schools have more severe problems than others–they do not require the same services, but the project has been able to coordinate programs effectively on the campuses that need them. Project expansion has increased the demands on the coordinator, but this is balanced by the fact that more resources are available. The coordinator continues to visit each of the schools, although due to the increased number he is not able to spend as much time in each, and he also attends meetings of the feeder track's vertical team to keep abreast of needs and activities and to keep the project visible.

Community demographics have changed little since the project began: a

41

large majority of the families are young, Hispanic, and monolingual Spanish. One notable change, credited in large part to the project, has been in the budding sense of community that has been developing in the area served by the schools. As an example, neighborhood leaders point proudly to their new park. Designed by the children, the park was planned by community members for nine months, then built by local residents in five days, with everyone from skilled workers to parents and their children taking part in its construction. The project is credited with reaching out into the community and in the process, one of the leaders notes, "discovering our neighborhood's diversity and richness."

Changes in the school system have had some effect on the project. There was confusion, for example, when the school district was decentralized and the newly appointed assistant superintendent for the area was unaware that funds had been promised to the project. "We had to sell him what someone else had already bought," explained the school district administrator. Now that the reorganization has taken place and the project has been funded through the area superintendent for the second year, this administrator has found the decentralized system effective, especially in providing quicker executive decisions. Another change has been the increasing focus on parent involvement, as required by Texas Senate Bill 1. Getting parents to participate in school functions was one of the most difficult aspects of the project at this site. Now, with the strong support of the principals, more parents–and teachers–are attending parent meetings and programs.

Comments made at a meeting of the advisory board in late 1996 give an indication of how the project has been able to survive and develop without losing sight of its goals or becoming fragmented as it grew. The principal of the site's initial middle school, a strong advocate of the project since he came to the school in the early 1990s, and the principal of one of the high schools are seen as setting the tone for the other principals. They believe school-based services are important, and they have encouraged other administrators to buy into the project. This is important because, with nondiscretionary funds under the assistant superintendent's budget, the principals have to agree on allocating funds for the School of the Future.

The willingness of principals and other administrators to work together and put turfism aside was noted by the director of the city's school-based health clinics. "The amount of cooperation here is greater than at any other feeder pattern," she pointed out. "The others are top down; here, there is a 'bubbly bottom,' giving a greater opportunity to make a significant change." Others commented on network building, with the project serving as a catalyst for

creating the neighborhood youth association and other local programs. Another positive aspect of the project's expansion, according to the school district administrator, is the fact that the feeder pattern, which includes a group of schools, has greater identity than individual schools and leads to greater involvement in the schools by families and the community.

The project was viewed as a catalyst by a number of service providers, who noted especially the way programs help one another. "When parents come to our program, they branch out into other areas of the school," commented one. Said another: "We give out the clinic flyer when parents come for drug abuse prevention. Many families learn about the clinic this way." The concept of enjoyment and fun entered the discussion frequently. "We add fun to parent involvement," said one elementary school principal, who described a light-hearted quiz that his school uses to acquaint parents with the school and its staff. "The process of working for our children must be enjoyable," according to the CEO of the Family Service Center. For him, "The School of the Future is a joy."

With its broad base of support and its continuing effectiveness in providing needed school-based services, the School of the Future has the potential for continuation in the foreseeable future under school district funding.

AUSTIN

- **Key Site Characteristics**
  - Site: Dove Springs, a new neighborhood in the far southeast part of the city that changed from one of home ownership and an upwardly mobile population when it was developed in the 1970s to one of low income, high unemployment, and high population turnover following the economic downturn ten years later.
  - Schools: Widen Elementary and Méndez Middle, built in the 1980s on opposite sides of the neighborhood's main street.
  - Majority population: approximately 50 percent Hispanic, including an increasing number of Central American immigrants; about 25 percent African-American; and some 20 percent Anglo.
  - Community: no city or local services developed.
  - Coordinator
    - Professional background: social worker and parent advocate.
    - Office site: Méndez Middle School; later moved to Widen Elementary School.
    - Reported to: middle school principal and school district administrator.

TABLE 4
Site Services Over Time: Houston School of the Future

YEAR THREE[1]	YEAR FIVE	YEAR SEVEN
HEALTH SERVICES		
• Hogg Clinic - adolescent health clinic at Hogg Middle School moves into portable building providing limited health care, prevention, and education to students and their families as well as to children attending the feeder elem. schools and their families (nurse screening only)	• Continues and expands operation hours from half-time to full-time five-day week	• Continues and expands services to all 16 schools in feeder pattern; limited pharmacy services available on-site; Memorial Hospital NW provides limited referrals for specialists; HISD funds buses to clinic for all children
• A local dentist provides free dental care (1 day per week)	• Continues, w/ referrals provided through Hogg Clinic	• Continues same as Year 5
• Kid Care provides health care services, food, clothing, and transportation for families	• Continues	• Continues
COMMUNITY ACTIVITIES		
• Weekly support classes - bilingual/bicultural reps. of the business and social services communities offer ESL, self-defense, neighborhood activism	• Continues but offered by various partners	• Continues same as Year 5
• Neighborhood Safety Walk - parents visit homes to share information about safety issues and invite parents to an evening program to address safety concerns	• Discontinued due to loss of major funding partner (The Metropolitan Organization)	
• Family Night - includes sessions on HIV and positive parenting; a parent talent show and school carnivals	• Continues	• Continues in all schools

[1] Year Three is used as a starting point here since the first two years of the project were used for assessing needs and planning the development of services. Therefore, it took almost three years for the project sites to become fully operational and offer a large variety of services based on the needs in their respective communities.

Table 4 (cont'd) Site Services: Houston School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
MENTAL HEALTH SERVICES		
• Two family therapists and one intern offer therapy and counseling and Family Service Center staff make home visits to families of children in project schools	• Continues	• Continues with changes: family therapists no longer used - now use two school counselors
• Social service support team - proj. coordinator, outreach wkrs., licensed social wkrs., medical social wkr., school counselor, and early childhood specialist work together to provide prevention & interv. services and educ'al support	• Continues services to increased number of students and families	• Continues with 3 additional schools included and some modifications: elem. school counselor now on site all weekdays, medical social worker now at Hogg Clinic
• Community Youth Services - provides counseling and help for severely at-risk families	• Continues in all schools	• Continues at high school and middle schools
• Wesley Community Center - conducts addiction support groups for Hogg Middle School families	• Discontinued providing services at the school itself	
• WHO program - visits Brock and Memorial elementary schools to educate students about child sex abuse	• Continues but service offered only when counselor or principal decides it is needed at their school	• Continues same as Year 5
• Hispanic Mental Health Network - volunteer professionals offer counseling to mildly dysfunctional, monolingual Spanish-speaking youth	• Continues but changed to include all students	• Continues same as Year 5
	• Ensueños del Futuro - substance abuse/education staff for seven schools in the feeder pattern	• Continues with expansion of services to all schools in the feeder pattern
		• TCADA grant - funding for outreach resources and expansion of prevention of and education on substance abuse, addiction, and HIV infection in 16 schools
		• In-home liaison - works with Family Service Center clinic to offer support services to school families

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Table 4 (cont'd) Site Services: Houston School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
STUDENT SUPPORT SERVICES		
• Stepping into Hogg Heaven - a transition program to help prepare fifth graders for entry into middle school offers special one-week summer session for children in three elementary schools	• Continues with expansion to children in six elementary schools for six-week session	• Continues with expansion to children in all feeder elementary schools
• University of Texas outreach program, Texas A&M, and the University of Houston - provides counseling and guidance to eighth-grade students at risk of dropping out of middle school	• Continues	• Continues
• Community Achievement Program - offers after school programs to youths living in the Heights	• Continues and offers new alternative suspension program (RISE) in 2 elementary schools	• Continues with expansion of service coverage to 5 elementary schools
• ASPIRA/TOPS program - 10 Hispanic students receive mentoring and support to encourage them to stay in school	• Continues with new partner and offers more mentors at middle school (15)	• Continues with expansion into high school in feeder pattern (with another new partner)
• Mentoring for at-risk students - Drug Enforcement Agency's office in Houston offers program	• Continues	• Continues
• Chuck Norris' "Kick Drugs Out of America" program - teaches discipline, self-esteem, and coping skills as alternatives to drug-related peer pressure	• Continues, but expanded to the other middle school in the vertical feeder pattern	• Continues as in Year 5

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Table 4 (cont'd) Site Services: Houston School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
STUDENT SUPPORT SERVICES (continued)		
• Multi-Ethnic Counseling through the Arts (MECA) - teaches creative performing arts at its nearby facility to children from all demonstration schools; also teaches music, folkloric dance, acting, and mariachi band; makes referrals to Family Service Center	• Continues with limited counseling resources to students enrolled in art/music/dance classes	• Continues, and makes counseling referrals to other outside agencies
• Girl Scout program - available during the school day to all interested middle-school girls and 3 elementary schools by Girl Scout representatives	• Continues	• Continues, and expands to girls in four elementary schools
• YMCA offers after-school care for school-aged children provided on site at Brock	• Continues	• Continues
• Writers in the Schools - teaches special classes to Brock students	• Discontinued	
• Science by Mail - sponsors an overnight adventure for girls from Brock and Memorial elem. schools	• Continues	• Continues
• Drug-free club and school conducts drug-free rally	• Continues, but Drug Abuse Resistance Education (DARE) program takes over activities	• Continues
	• Youth counseling - Heights Youth Club offers service in middle school	• Continues

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Table 4 (cont'd) Site Services: Houston School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
PARENT EDUCATION & SUPPORT SERVICES		
• Even Start Project - comprehensive services model contracts with local agencies to provide needed services at two elem. schools (prenatal and infant parenting educ.; infant and early childhood screening; HISD Child Study program; immunizations; ESL classes for parents; creative arts; part-time parent workers; home care services)	• Continues, but takes on major partner (Literacy Advance) and revises name to Even Start Family Literacy Project; additional partners provide resources for parent involvement	• Continues and adds GED classes for parents, eliminates creative arts, and only uses volunteer parents
• Parent Educators - enlists other parents to work on school projects at each site; one spends time contacting parents whose children are not in school	• Continues	• Continues, but four outreach workers now perform duties of Parent Educators; one Parent Educator still contacts parents
• Parents Anonymous - helps educate families about child abuse prevention and offers referrals (as did the Child Abuse Prevention Network)	• Continues	• Continues
• Cara y Corazon - conducts parenting classes for Hispanic families at Hogg Middle School	• Continues	• Continues with expansion to all 16 feeder schools
• Community-Based Prevention and Outreach Program - assistance provided to families with children at-risk in accessing services and overcoming barriers through referrals, linkages, and transportation to local programs	• Discontinued due to end of grant funding period	
	• Compadres Families - uses family mentor violence prevention model (at 3 elem. schools new to SoF project) to pick up some of the void left by end of Community-Based Prevention and Outreach Program	• Continues

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- Program focus: health care, recreation, and after-school services.
- Key personnel: school principals, research associate from Hogg Foundation.
- Administrative changes: school superintendent, school district administrator (never replaced), middle school principal.

• Project Continuation

The project coordinator at the Austin site approached the end of the demonstration grant from a different perspective than the other coordinators. When she accepted the position as coordinator, she had been told by the school district administrator that she was to "work herself out of a job." She understood this to mean that she should develop the project so that, by the end of five years, it could continue to function without a coordinator in charge.

This understanding, coupled with her belief that a program should not be dependent on one key player, influenced the way the coordinator developed the School of the Future. Almost from the beginning she sought ways to train people to manage different aspects of the project so that the various programs could continue if she were to leave. She determined that any programs brought into her site's schools should be in place by the end of the project's fourth year so that she could devote the fifth year to solidifying these programs and preparing others to maintain them. She envisioned the health center as becoming the flagship of the project and its social worker as an appropriate person to take over some of the coordinator's duties when foundation funding ended.

However, increasing encouragement from the Hogg Foundation in the project's fifth and final year, along with extensive continuation efforts by the other sites, changed the Austin coordinator's approach to project continuation. She felt pressured to get a commitment from the school district to support the School of the Future and to obtain additional funds from other sources to maintain her position as well as to expand the project. As a result, rather than use the fifth year to prepare for the transition she had planned, she devoted it to seeking potential sources of support, writing proposals, and making presentations that might lead to continuation funding.

Despite the coordinator's efforts, it became apparent near the end of the demonstration period that the school district would not financially support the project and large grants were not to be found. The new superintendent stated explicitly that schools were for education. Although he was supportive of social and health services, he believed that they should not be financed by the school district but by other bureaucracies or organizations.

It was his contention that "the city and county need to share the responsibility with the school district" since they also reap the benefits of programs such as this.

The principals of the two demonstration schools, however, found the services of the project coordinator invaluable and were determined to keep her on site. They also thought it important that she answer to the principals and not to some outside agency director. Teachers and staff also wanted her to stay, as indicated by a vote of personnel at each school. After searching various avenues of support, the principals chose to use discretionary funds to employ the coordinator in a new position, that of parent involvement facilitator, a role for which she was well qualified and which tied in with one of the major objectives of the School of the Future, that of increasing parent participation in the schools and their children's education. Through federal Title 1 funds, the principals agreed that each school would pay half the facilitator's salary and share her time and activities.

At first the coordinator did double duty under the new funding, spending much of her time developing parent contacts and related activities while also continuing in the role, if not the name, of project coordinator. As the year progressed, she somewhat reluctantly relinquished the coordination and supportive tasks that had been the focus of her role as coordinator, leaving the programs that she had brought to the campuses to continue without her attention and help.

• Project Follow-up: Two Years Beyond Funding

There have been changes in the community since the advent of the project in Austin. Formerly devoid of facilities that were standard in other parts of town, the area in the past few years has acquired a multipurpose center which provides space for recreation activities, adult education classes, and a temporary branch library. A swimming pool and park have opened adjacent to the elementary school, and a library building is under construction across the street.

The middle school principal credits the project with activating the community and raising the residents' levels of expectation. In addition to the new facilities in the area, he points to his school's performing arts center, which can be used by local groups without charge two nights a week, and to the school itself, which is open one night a week for community education. In fact, he views the elementary and middle schools, along with the multipurpose center, as forming a civic center and educational complex for families in the entire zip code area.

The population, too, has changed. The number of immigrants, primarily from Mexico and Central America, has doubled in the past five years, and many are continuing to move into the area each year. As a result, the Hispanic population in the schools has increased from about 50 percent to 65 percent, the Anglo population has decreased from 20 percent to less than 10 percent, and the African-American percentage of some 25 percent has remained virtually unchanged.

The key problem in the schools, both principals agree, is absenteeism. In the elementary school it is highest in prekindergarten, for the parents do not consider this real school and tend to keep their children at home because they are "just babies." In the middle school the reasons for poor attendance vary–baby sitting, ill, incarcerated, out of town, paying bills, caring for a sick relative–with truancy accounting for not more than five percent. The school's block schedule, with basic subjects concentrated into long time periods two or three days a week rather than short periods daily, is particularly hard on absentees. If a class meets only twice a week, a student who is absent one day misses half the week's classes.

In her new position, the former coordinator has continued to play an active role at the two project schools, much to the satisfaction of the principals. "Before, she worked with outside agencies," one principal explained. "She looked for and worked to coordinate health and mental health services. Now she no longer needs to look for new services. Her goal is to focus on academic improvement and parent involvement, and that is what she is doing."

Her activities revolve around parent contacts: talking to them, answering their questions, devising programs to bring them into the schools, and encouraging them to play an active and positive role in their children's education. One of her initiatives is Family Night, a periodic event in which parents and their children, under teachers' guidance, work together to improve the students' reading and math skills. Aware that parents are more likely to attend an event if they are invited personally, she recruited teachers to call parents and encourage them to attend reading and math nights and other events, then wrote a proposal and received a grant to compensate the teachers for their extra work.

With the focus on parent involvement, the elementary school has turned a classroom into a workroom for the parents to use. It has become a gathering place, with mothers bringing their children to school in the morning, then coming to the workroom with their preschoolers for coffee and donuts and

to visit. Teachers are getting used to seeing parents in the school, and some have started requesting parents to prepare classroom materials and help in other ways. With training by the parent facilitator, an increasing number of parents are participating in the school.

At the middle school, the parent facilitator has increased parent participation on math night from 20 participants one year to 150 the next; on reading night, from 30 to 190. Personal calls by the teachers were credited with mak ng the difference. In line with the focus on academics, teachers show parents how to help their children and conduct activities that cover some of the topics on the state's standardized achievement tests. Parents, meanwhile, are gaining a better understanding of their children's work. Since becoming the parent facilitator, the former coordinator spends at least half her time at the middle school. She now has an office there, but much of the time she encourages its use as a parent involvement room in order to give teachers a place to call or talk to parents.

With so much attention devoted to parent participation and academics, "the School of the Future is unraveling," according to the parent facilitator who is the former project coordinator. Major services are still going, but they are facing problems. Legal Aid, for example, which formerly provided free legal services for parents one night a week and consistently was well attended, is being canceled due to lack of attendance. With the coordinator no longer involved, there is no one to send reminder notices to parents, see that the room is set up, or make sure that baby sitting is available. "You need a liaison, promotion, someone to communicate to keep these programs going," she points out. From the viewpoint of the lawyers, who gave their services without charge, "We spent a lot of time and effort to get the program started here. We are very disappointed."

The popular Roving Leader program, which funds a social worker to provide recreational activities and counseling, also has suffered from lack of a coordinator. While the program continues at the middle school, it has closed at the elementary school due to lack of funds. The churches that supported the program are "tired after five years" and, with only volunteer help, are not able to serve as fiscal manager. The parent facilitator is serving as interim director but in her new position cannot continue in that role. "The city is still helping, and we're looking for a new fiscal agent," she says. "We'd hate to lose our roving leader."

Programs with substantial support are continuing. Parents As Teachers, an education program for new parents, not only has substantial outside funding

but also fits in well with the school's parental involvement priority. According to the principals, "it has become part of the school." The health center at the elementary school also remains active, but a new contract between the city and a major health organization portends changes in the way in which it is managed and the services it offers. A related but independent neighborhood program, Healthy Start, continues to serve parents and very young children. Other programs for the most part are continuing independently rather than collaboratively, many on a diminished scale and with funding in jeopardy.

The chief differences in the program in the two years beyond foundation funding are that the project coordinator was funded in a new role as parent facilitator and project emphasis was shifted from social services to academics. The principals and their faculties saw a need for a person to handle many of the nonacademic tasks that they wanted accomplished but that they didn't have time to undertake. The project coordinator was known and respected by the teachers; she had the skills and rapport with the community to increase parent involvement, which was a major concern of both principals. She, too, has that concern. "Unless parents are aware of academics, nothing matters," she notes. "Services are good, but they don't educate parents or show them what is expected on the state achievement tests, which are the things they need to know."

The parent facilitator sees the schools' focus–and her role–as evolving. Although the changes have severely limited the time she can devote to maintaining services, she views the concentration on academics and parent involvement as a logical step to follow the project's focus on social services. She finds that parents want to learn about the curriculum and how to help their children at home. "Social services alone won't do that," she points out. She credits Parents As Teachers with educating parents, which she believes accounts for its continuing success, while Legal Aid, although helpful, doesn't address the issue of education and how to raise the school's academic standing, which in part accounts for its demise.

These two schools are bringing in new programs, all of which address their academic focus. They have applied for and received grants for several reading programs, and they are building a volunteer corps to work with children in classes and train parents to work with their children. As an example of the change in her role, the parent facilitator now attends team meetings with the teachers. She no longer attends collaboration meetings with social and health service providers.

TABLE 5
Site Services Over Time: Austin School of the Future

YEAR THREE[1]	YEAR FIVE	YEAR SEVEN
HEALTH SERVICES		
• Child Health Service Center - a nurse and a social worker, both bilingual, provide preventive services for students as well as education services for children and their families (elementary only)	• Continues	• Continues • Skippy Van - provides mobile medical services to children aged 0-4 once a month
MENTAL HEALTH SERVICES		
• Child and Family Program - individual, group and family therapy is provided by graduate interns from UT Dept. of Psychology to elementary school students and their families	• Discontinued due to end of grant funding period • Pathways - counseling with children	• Continues, but by collaboration only—no longer funded

[1] Year Three is used as a starting point here since the first two years of the project were used for assessing needs and planning the development of services. Therefore, it took almost three years for the project sites to become fully operational and offer a large variety of services based on the needs in their respective communities.

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Table 5 (cont'd) Site Services: Austin School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
STUDENT SUPPORT SERVICES		
• Recreation Program - offered by Austin Parks and Recreation Dept. for students in special ed. (elementary. & middle families)	• Discontinued	
• ASPIRA/TOPS Program - mentoring and academic support for Hispanic youths and their families (middle only)	• Discontinued due to end of grant funding period	
• Austin Boys and Girls Club - recreational after-school and summer programs (elementary only)	• Continues	• Continues but moved to local Recreation Center
• Mentor Program - offered to students at both schools by IRS employees & pharmacy students	• Continues with IRS becoming sole partner and only being offered at elementary school	• Discontinued
• Austin Children's Museum - programs and activities on campus	• Discontinued - one year funding only	
• Cuentas - after-school program for Spanish-speaking children at Widen	• Discontinued	

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Table 5 (cont'd) Site Services: Austin School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
PARENT EDUCATION & SUPPORT SERVICES		
• Parents As Teachers - parent education and support, developmental screening of infants and children, agency referrals for pregnant women and parents of children 0-3	• Continues	• Continues
• Méndez Legal Aid Clinic - Legal Aid Society and Volunteer Legal Services offer free legal services (family and civil legal matters) at middle school once a week	• Continues with addition of child care offered by trained middle school students for class credit	• Discontinued
• Cara y Corazon - provides culturally-based parenting education and support for Spanish-speaking parents	• Continues	• Continues with expansion to the elementary and middle school campuses
	• Coaching Family Harmony - support for parents of children with behavioral problems at school and home	• Discontinued
	• Even Start Family Literacy Program - provides elementary and middle school parents with education (GED, ESL) and their children aged 2-7 years for school	• Continues
		• Family Nights - parents learn how to help their children with homework from teachers who serve as guides (sessions reviewing math, reading, TAAS standardized test-taking)

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Table 5 (cont'd) Site Services: Austin School of the Future

YEAR THREE	YEAR FIVE	YEAR SEVEN
COMMUNITY ACTIVITIES		
• "A Family Affair" - community health fair which combines family activities with information about community resources from over 40 social service agencies	• Continues	• Discontinued
• Community Center - the City of Austin leased a vacant building near the schools to serve as an interim multipurpose center	• Continues with various services locating at the Center	• Continues
	• Harambee - parent support program for African-American parents which emphasizes cultural strengths to elementary school students	• Discontinued

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Although the focus has changed, the current effort at the former project site is going well, meeting the concerns of the principals and teachers and increasing the awareness and involvement of the parents. At the middle school, parents are coming to the campus more often, not belligerent or to complain, as in the past, but to ask how they can help their children. Perhaps the parent facilitator sums up this direction best: "Every successful school has a strong parent involvement program with a wide range of parent activities so that parents can connect with the school and be able to help their kids academically in some way. We are working to make our schools more successful, too."

BUILDING ON THE MODEL

The School of the Future did not close its doors at the conclusion of its five-year pilot study. Not only did it continue at each of the four sites, but in addition it served as the basis for at least three major initiatives, two in the proposal stage and one underway. As in the School of the Future project continuations and expansions, the new programs are built on the concepts and strategies of the original model but differ in their objectives and methodology. They do not replicate the project. They credit it, however, with providing the basic ideas for these new efforts and guidance in getting them started. A brief description of these projects follows.

• The Austin Project

The Austin Project began in 1990 with a broad vision: to improve the lives of all the city's children at risk. Board members spent several years bringing their ideas and goals into focus, then working out a manageable plan that they could support and carry out. The Capital Area Training Foundation, a job training component, was implemented early in the project with the support of local industries. However, it took three years of determining how the needs of young children could best be met before the school-based services component actually began.

The Austin Project's Para Las Familias (For the Families) program is a neighborhood intervention model for children and their families in the areas served by two Austin elementary schools. These schools are similar to those served by the School of the Future project in Austin: more than 90 percent of the children are from low-income families, more than half the students are Hispanic, and one-third are African-American. The program has five strands: (1) health, including school-based health care and mental health counseling; (2) early care and education, with parent training and home vis-

its, preschool care and training, and training for child care providers; (3) family resource centers, with programs ranging from parenting training to family literacy classes to job counseling; (4) leadership, offering leadership and other professional development support for school staff and community members; and (5) collaborative networks in the community to help families gain access to resources for themselves and their children.

Para Las Familias is built upon the School of the Future's philosophy of providing school-based, holistic services to young children in need of help and their families. It has adopted some aspects of the project, principally employing a coordinator at each site and using university graduate students as counselors for students and their families.

Beyond that, The Austin Project did not replicate the School of the Future. Rather, planners and designers looked at the demonstration project and the lessons learned from its experiences, then developed their own direction, goals, and methodology. Where the School of the Future focused on social as well as health services as a long-term means to improving academics, Para Las Familias' focus is on leadership and curriculum components, together with health and mental health services, that are expected to have greater impact and lead to more positive educational outcomes than social services alone. Para Las Familias, under The Austin Project, also emphasizes physical and mental health services that are school-based or school-linked, similar to the earlier project. Other social services are not emphasized. Unlike the earlier project's coordinators, who with one exception did not carry out direct services, the Para Las Familias coordinators, both bilingual social workers, are expected to spend at least some of their time providing counseling and other direct services.

Para Las Familias' project director views her role as executive director, fiscal agent, advocate, and fund raiser. She and her staff have studied the strengths and weaknesses of the demonstration project and have learned from its experiences. She likens the philosophy of The Austin Project to that of the School of the Future, but based on the perspective that a program has to belong to the schools that it serves, she sees her project as having its own life rather than as a copy. "You plant new seeds," she asserts, "then they take on a life of their own."

• The Greater Heights Education Project

A small group of dedicated people in Houston, among them some of the key players in the School of the Future, is developing an initiative for systemic change in the inner-city schools. Still in the early stages of development,

59

the Greater Heights Education Project is a collaborative effort involving the schools, business community, neighborhood, colleges, and various cultural organizations to enhance public education and services for children served by the 16 schools in Houston's Greater Heights community. And it is involving the community in the development process from the beginning.

Basically, the Greater Heights Education Project is designed to provide the academic component that was not included in the School of the Future and to reach farther into the community by providing more extensive family support. As stated in its grant proposal, the project is built on four cornerstones: (1) the continuing resource development of Family Service Center's School of the Future program, (2) the University of Houston Downtown's Center for Professional Development of Teachers, (3) the Heights Community Learning Center at Helms Elementary School initiated by St. Thomas University, and (4) team building and planning efforts by Greater Heights Education Project participants.

For the first year, the project has three objectives:

(1) Establishing a comprehensive informational base. Using a school/neighborhood survey, the project's goal is to identify resources and strengths in the 16 schools, the services parents want their neighborhood public school to provide, what reforms are underway, and neighborhood demographics and resource information. A second source of data will be a performance management system which will identify student performance at the classroom level on state achievement test objectives.

(2) Creating a clear framework for school excellence. The plan for educational reform will focus on academics, but it will coordinate its efforts with the School of the Future programming that develops family and community resources to support children and their families.

(3) Establishing an ongoing leadership curriculum for principals. The first effort, in June 1996, was a leadership training retreat for the 16 principals of the proposed project's schools. This resulted in commitment by the participants to the project's goals for excellence. Plans are underway for a mentor program pairing the principals with community business leaders and ongoing leadership training that includes a component on technology for instructional purposes.

Among the curriculum initiatives planned are a transition program for at-risk eighth-grade students, a summer program, and an alternative center for disruptive middle school students. Community involvement and support services being planned include the addition of school-based health clinics at

two elementary schools, development of a neighborhood park, and expansion of a program of family outreach to all 16 schools. Process evaluation is built in to the project's planning year; context and product evaluation will be conducted in the development and implementation stages.

The social service agency director sees the new initiative as a progression from the schools to the community. Stating that "we must support the families that send kids to school," he goes beyond a school of the future to a community of the future, with a school component and a family component as the key elements. The initiative's leaders agree that although the new project evolved from the School of the Future project, it is not replicating the model. They see the original project not as a recipe to follow but as a basis for further development, a challenge for doing more.

It is too early to know how this new project will develop. One thing, however, is known. "This school reform piece would not have happened without the School of the Future," according to the community leader who is spearheading the effort. "The School of the Future gave us a forum . . .new ways for looking at and doing things . . . new expectations. It provided support for learning and for collaboration; it helped us become a community."

• The Greater Houston Collaborative For Children

A major innovative effort underway is the Greater Houston Collaborative for Children. More than 15 foundations and agencies in the Houston area, among them the school district, the Children's Trust Fund of Texas, and a number of local and statewide foundations, have joined forces to demonstrate that true collaboration can have a major impact on the lives of children and their families.

The program evolved out of a need recognized and addressed by the School of the Future: to provide less fragmented, more accessible, and better coordinated services for young children. A major goal of the collaborative is to promote basic aspects of healthy child development–parents who are able to be effectively responsible for their children's development and well-being, the availability of good physical and mental health programs, safe and secure homes, healthy and nurturing environments, intellectual stimulation, and early education with strong parent and community involvement. Beyond that, it seeks to encourage service systems to adopt new ways of thinking about and meeting the needs of children, families, and services.

The focus of the collaborative is on creating systems of care that are child-centered and family focused, community based, and include families in the decision-making process. These systems must be coordinated and easy to

access, responsive to cultural and ethnic differences among the populations they serve, use creative financing mechanisms to insure maximum cost effectiveness and efficiency, and include extensive follow-up to ensure smooth transition to the next level of services.

To accomplish this, the collaborative is encouraging the development of new partnerships among providers and funders along with a commitment to shared decision-making and activities. The emphasis is on community ownership and participation rather than on individual competition, with a stress on problem prevention. To facilitate funding, a process has been implemented in which interested agencies submit "program briefs" of their collaborative project, followed by full proposals from those deemed most feasible and appropriate.

It is too early to determine the effectiveness of this effort. Collaborative funders will select grantees from the proposals submitted. The number selected is not predetermined but will be based on the proposals themselves and/or mutually identified needs. An innovative collaborative funding plan is being developed which will involve the resources of a number of partners working together to support the effort. Because of the collaborative efforts of the major foundations and agencies involved, this project is well worth watching.

LESSONS LEARNED

SUCCESS OF THE IMPLEMENTATION PROCESS

When more than two million dollars are spent implementing and evaluating a school-based services project, people ask questions. "Was the project a success?" "What did you accomplish?" "How do you explain the outcomes of the project?" How do you account for its success?" These are the questions that interest people about the School of the Future project.

Good questions, all, and deserving of clear and thoughtful answers. But first, as with many social service programs, a word of explanation is called for, starting with a definition of success. Project success can be assessed in terms of qualitative or institutional outcomes. Here the focus is on the impact of the project in bringing about an increase in available community services, developing community interest and parental participation in children's education, and increasing cooperation and collaboration between the schools and local public and private agencies in serving the students and their families. Another way of defining success for the School of the Future is in terms of quantitative or behavioral outcomes among the participants, especially the school children. That is, based on objective and quantifiable measurements, what specific effects or outcomes did the project have on the children and families who participated in the services offered? The School of the Future evaluation covered both the qualitative and quantitative outcomes of the project. This report, with its focus on project process and continuation and perspective of the participants, addresses only the former.

• Qualitative Outcomes

The qualitative evaluation revealed a number of positive outcomes; the project follow-up two years beyond initial funding revealed even more. Following is a review of these successes.

- All four of the demonstration sites have continued at least two years beyond initial funding, and all give indications of continuing into the foreseeable future. This indicates, and evaluation survey responses show, that key participants in the School of the Future–school district administrators, coordinators, principals and teachers, service providers, and parents–supported the project and were willing to work to obtain funds so that it could continue.

63

- All four of the coordinators stayed with the project throughout the five-year demonstration grant. In soft-money projects, that is, projects that do not have guaranteed funding, it is rare for administrators to remain for more than a short time. Projects which maintain continuity in key administrative positions are more likely to continue and to be viewed as successful. It is worth noting that two of the coordinators have remained with the project through its seventh year – well beyond Hogg Foundation funding in spite of changes in the other school administrators, school policies, and funding sources.[6]
- All of the sites increased the number and range of services throughout the project, bringing in needed services and eliminating those that proved inadequate or were no longer needed. The flexibility to change and evolve over time in order to respond to the changing needs of its target population is one indication of the project's success. It shows that project staff kept up with current issues and changes in the community as well as continued to assesses the community's needs in order to serve more effectively the students and their families.
- Several projects have been initiated in demonstration-site cities that are based on the philosophy and practices of the School of the Future. Replicating all or part of a project is a clear indication of the esteem in which it is held.

EXPLAINING SUCCESS

What enabled the School of the Future to succeed? What accounted for the positive outcomes–project continuation beyond funding, all project coordinators staying throughout the five-year funding period, sensitivity of site personnel to changing community needs, and ability to coordinate services and increase collaboration among service providers? Information gathered throughout the project from interviews with key site personnel and service providers help provide some answers.

• Size of Grants

Early in the development of the School of the Future, Hogg Foundation staff designated $50,000 per year per site for each of the four sites for a period of five years. This relatively small amount of money was based on several factors: 1) it was enough to get the project off the ground; 2) for project continuation and maintenance, the amount should be small enough to be

[6] One coordinator left after the fifth year to direct another project in the community; the other retired from the school district after the sixth year.

absorbed by Texas school districts or other potential funders; (3) it was sufficient to pay the salary of the project coordinator and a part-time assistant, the coordinator being the key difference between this and other school-based services projects; and (4) it should not provide for services, for the foundation considered it more important for the coordinator to develop collaborative relationships with social service agencies and local funding partners than to purchase services that would have no reason to continue when funding ended. From a practical standpoint, the foundation is not a large one and it was not considered feasible to grant too large a sum of money to any one project.

Due to the amount of the grant, the coordinators could not wait until the final year of the project to start developing collaborative relationships with providers and partnerships with funding sources. From the beginning, they had to sell the project not only to the schools and communities but also to local businesses and organizations. These efforts to convince the various groups of the project's value paid off almost immediately in attracting both participants and services. Equally important, it paid off when foundation funding neared the end of the grant period, because potential funders had had time to become convinced of the project's value and were prepared to serve as advocates and, in some cases, funders for project continuation.

Had the coordinators waited until late in the project to develop partnerships, there essentially would have been no project because no funds for services were available in the Hogg Foundation grant. Making grants relatively small to each of the demonstration sites was one reason that the coordinators established the solid funding relationships essential for continuation well before the project began to wind down.

• Flexibility of Design

For the School of the Future, the Hogg Foundation developed a concept of school-based services which was to be implemented and directed by a project coordinator. The project concept and goals were consistent across sites. They formed a framework rather than a specific plan, enabling the coordinators to develop the project in a way that best met the needs of each community.

Project coordinators credited the foundation with giving them the freedom to define and develop the School of the Future to meet the needs of their given sites. Although the sites were similar–all were in low-income, ethnic minority neighborhoods where needs were abundant and services few–they

differed in specific problems and populations served. One, for example, had basic needs for housing and food, while another's priority was recreational and tutoring services to help keep children from becoming involved in gangs. Because the foundation presented a concept rather than a structured plan to be used across sites, the coordinators were able to address the important issues in their respective communities and build upon the resources at hand.

• Community Participation

In hiring the coordinators, one quality considered important across sites was knowledge of the community and its residents. To enhance this knowledge, each coordinator chose to conduct a needs assessment to learn what the neighborhood residents themselves considered most important for their families.

The needs assessments accomplished two things. With data from these local interviews, the coordinators gained a better understanding of the true needs and concerns of the community. In turn, as they sought to meet the needs expressed, they were able from the beginning to show the community that they had its interests in mind. One site, for example, set establishing a school-based health clinic as its highest priority, while another first wanted to establish child care and after-school programs. It is worth noting that although the communities had comparable needs, their priorities differed, and that addressing these priority concerns went a long way in obtaining school and community support. In addition, by seeking the opinions of local residents, the coordinators enabled families to feel a part of the project. Rather than see the School of the Future as something imposed upon them, families could begin to accept it as their own.

A major reason the needs assessment succeeded was the convincing follow-up of the coordinator to develop new programs to meet the needs – an accomplishment rarely achieved after conducting a needs assessment. Too often families are disillusioned by the failure of a project to follow-up, but not in the School of the Future setting. Even the skeptics were won over by the actual introduction of new programs to meet the community needs.

• Long-term Commitment

Many projects developed on foundation support receive initial funding for a short term, usually one or two years. The Hogg Foundation took a different approach, opting for the longer term of five years. This decision was based on the recommendations of Dr. Edward Zigler and Dr. James Comer, both of whom had implemented school-based projects and recognized the value of a

long-term commitment.[7] They gave two reasons for this: (1) it showed school personnel and parents that the foundation was committed "for the long haul," indicating that it considered the project valuable enough to invest heavily in time, energy, and financial resources; and (2) behavioral changes cannot be expected to come about in a couple of years but take five or more before they can be documented.

The five-year grant afforded coordinators time to plan as well as to develop services; it gave them time to build support in the schools and communities and to develop partnerships with agencies and local businesses. They did not have to be concerned about continuation funding from the beginning, as many short-term projects are. Rather, when they did turn their attention to project continuation later in the grant period, they had already developed a group of supporters and advocates upon whom they could call.

- **Supportive Personnel**

The importance of key personnel cannot be overestimated. A common belief is that a leader or director holds a project together–that it would not survive if that competent and charismatic person were to leave. In the School of the Future, the coordinators assumed that role. Key representatives at each site agreed that the project could not have been run so successfully without their particular coordinator, that their coordinator was the ideal person for the job.

Some of the school principals also assumed that role. Turnover among administrators was high–each demonstration site experienced at least one change in principals and one had four new principals in two schools over the course of five years. Nonetheless, most principals were supportive of the project and some were strong advocates for it, making a great difference in project acceptance and effectiveness. One principal, on leaving the demonstration site, took the School of the Future concept with him and transformed the school to which he moved into a model for parent participation and school-based programs.

TRENDS AND DIRECTIONS

Revisiting the sites gave evaluators an opportunity not only to see how the

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[7] See Comer, J. P. (1980). *School Power: Implications of an Intervention Project*. New York: Free Press and Zigler, E. F. (1989). "Addressing the nations' child care crisis: The School of the 21st Century." *American Journal of Orthopsychiatry*, 59, (4), 484-491.

School of the Future was being continued, but also to examine current trends and directions in school-based services. Take health services, for example. Locating health clinics in schools has increased considerably since the project began. This is based in part on some of the recognized problems in the nation's health care system, among them lack of health insurance for many young children and the overuse of hospital emergency rooms for primary care, and in part on changes that are taking place within the health care system itself. As a result, not only have school-based clinics become increasingly acceptable, but also their management is sometimes being taken over by hospitals and other organizations outside the public school system. One such example is the Dallas site, where the project's health clinic is managed by the county hospital's community outreach program; another is the Austin site, where the health center now is the responsibility of a large hospital-linked health services organization that has assumed the management of health care in all of the city's schools.

School-based social services also seem to be increasing. In Dallas and San Antonio the Youth and Family Centers and the Family and Student Support Program, respectively, grew out of the School of the Future to be incorporated in those cities' school district programs. Others, such as the Greater Heights Education Project, The Austin Project, and the Houston Collaborative for Children, although diverging in focus and practice from the School of the Future, are based on the same holistic concept and gained knowledge from the project's experience. Some of the personnel associated with the School of the Future were recruited to help plan these later projects, and some have stayed on to serve major roles in the implementation of these new efforts. Lessons learned from the School of the Future are expected to help newer projects avoid many of the barriers and problems that the project experienced. This should enable new programs to implement services more quickly as well as improve the evaluation of their objectives and goals.

Academic learning remains the primary objective of the public education system. It is possible that by improving the mental and physical health of young students we will in time see an improvement in statewide test scores, graduation rates, and the knowledge and skills of the next generation. Only more research into newly implemented school-based projects will be able to confirm this concept.

Additional School of the Future publications:

The Project Coordinators: A Key to the School of the Future
Beyond the Classroom: Experiences of a School-Based Services Project
Challenges and Realities: Evaluating a School-Based Service Project
A Community Catalyst - Austin
A Blueprint for School-Based Services - Dallas
The Health Clinic - Houston
Parent Volunteer Program - San Antonio

Copies of the booklets listed are available from:

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